World Cultures Lesson Plan Unit 1, 5 class periods – lesson 4

Daniel 6th Grade World Cultures Week of September 8, 2016

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| TEKS objective(s) addressed  Learning Targets   * I can explain the relationship between geographic factors and patterns of population in places and regions. * I can accurately use social studies terminology.   Language Objective   * I can show comprehension of English text about regions by taking notes in a graphic organizer.   TEKS:  6.3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?  6.4B Identify and explain the geographic factors responsible for patterns of population in places and regions.  6.22A Use social studies terminology correctly.  ELPS:  C.3F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.  C.3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.  C.3H Narrate, describe, and explain with increasing specificity and detail as more English is acquired.  CCRS:  1.A1 Use the tools and concepts of geography appropriately and accurately.  1.A5 Analyze how various cultural regions have changed over time.  4.A1 Identify and analyze the main idea(s) and point(s)-of-view in sources.  21st Century Skill: Critical Thinking |
| Guiding Question: Which physical and human geographic factors affect settlement patterns and population distributions most? |
| Do Now: Quick Write - Odd One Out |
| Vocabulary   |  |  | | --- | --- | | regions | physical region | | human (cultural) region |  | |
| LIM Writing - Think-Pair-Share  <https://youtu.be/HgdueqdZc_s>  As you watch the clip, record three things that describe the area featured in the film, two things that you notice about the people in the film, and one conclusion that you can draw from what you have watched so far.  As an example, you could describe the clothes worn by the people in the film clip. Are they wearing long sleeved shirts and/or pants? Shorts? Sneakers?    Vocabulary Reading and Graphic Organizer  [SS6\_Vocabulary\_DefiningRegions\_GraphicOrganizer\_Unit\_1.docx](https://files.itslearning.com/data/2517/462202/Unit%201/Defining%20Regions/SS6_Vocabulary_DefiningRegions_GraphicOrganizer_Unit_1.docx) and [SS6\_DefiningRegions\_Reading\_Unit\_1.docx](https://files.itslearning.com/data/2517/462202/Unit%201/Defining%20Regions/SS6_DefiningRegions_Reading_Unit_1.docx)  Done with partners discussing using stems   * I wonder... * \_\_\_\_\_\_\_\_\_ makes me think about... * \_\_\_\_\_\_\_\_\_ is a (cause/effect) of... * I think...   Give 3 minutes to respond to each question on the back. When I say “go,” please turn to a shoulder partner and share your response to one of the two questions. The person with the shortest hair will go first and you will have 1 minute to share. Be prepared to possibly share your partner’s response later. Are there any questions? |
| Analyzing Photographs and Maps  Students Complete [S6\_DefiningRegions\_321Analysis\_Unit\_1.docx](https://files.itslearning.com/data/2517/462202/Unit%201/Defining%20Regions/SS6_DefiningRegions_321Analysis_Unit_1.docx).  View images showing characteristics of specific regions and determine how physical and human geographic factors in those regions affect human activity.  Do Document A together to model and then students work independently stopping every 7 minutes to discuss. |
| Assessment:  Formative – Analyzing Photographs and Maps |
| Closure:  Tweet out big idea |
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Modification:

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| ESL: | Special Education: |
| Working with a partner  Guided material  Spanish/ English Dictionaries  Subtitles on video  Translated work | Students with IEP and 504 pans will receive accommodations per their individual needs.  Highlighting, different colors, dictionaries, extended time, etc  Lessons will be modified to fit academic, and Pre-AP Students |

Homework: